
ANNUAL REPORT

OF THE

Receipts and Expenditures

OF THE

Town of South Hampton,

From March 7th, 1862, to March 2nd, 1863.

ANNUAL REPORT

OF THE

Receipts and Expenditures

OF THE

Town of North Hampton,

From March 1st, 1868, to March 1st, 1869.

Receipts.

1862, March 7.—Cash on hand,	\$25 80
Received of Collector for 1862	1338 50
“ “ “ “ 1861	117 00
“ “ “ “ 1860	16 02
“ of Rockingham Co. for support of John Armstrong,	161 25
“ “ “ “ “ of Dorcas M. Kimball,	24 50
“ of State as aid for soldiers' families,	316 80
“ “ “ Rail Road Dividend,	13 86
“ “ “ Literary Fund,	36 99
Hired of Barnard School Fund,	500 00
“ “ Jacob Jewell,	100 00
“ “ Stephen Woodman,	1200 00
“ “ Sally A. Barnard,	500 00
“ “ George Jewell,	100 00
“ “ Abner J. Wiggin,	100 00
“ “ Mary A. Wiggin,	50 00
Whole amount of receipts,	<hr/> \$4600 72

EXPENDITURES.

Support of Poor.

Paid James M. Jewell, time and expenses to Portsmouth to get the expenses of Dorcas M. Kimball from Co.,	3 50
*James M. Jewell, time and expense in procuring evidence in the Kimball pauper case,	2 00
Dr. H. S. Dearborn for medical attendance on Dorcas M. Kimball,	2 00
Smith Osgood for support of Dorcas M. Kimball,	7 00
Richard White, for supplies for “ “	9 00
Mrs. Henry Flint for assistance at time of death of Dorcas M. Kimball,	2 75
Mary A. Jones for support, 32 weeks, at 50 cts.	16 00
Selectmen for services, as Overseers of the poor,	4 50

Aid of Soldiers' Families

Paid Smith N. Welsh from March 6, '62 to Feb. 28, '63,	
11 3-4 months, at \$12,	141 00
Otis S. Carrier do do do do	141 00
Ammi Farr, from March 6, '62 to Jan. 8, '63, 10 mos.	120 00
Oliver H. F. Delaware, from Mar. 6, to July 5, '62,	
4 months at \$12,	48 00
Oliver H. Delaware, from July 5, '62 to Jan. 5, '63,	
5 7-8 months at \$8,	47 00
Stephen M. Towle, from Mar. 6, '62 to June 7, '62,	
3 1-30 months at \$8,	24 26
do do from June 7, '62 to Feb. 28, '63,	
8 3-4 months, at \$12,	105 00
George H. A Brown fm July 28, '62 to Aug. 28, '62, 1 mo,	8 00
Wm. H. Paisley from Aug. 2, '62 to March 2, '63, 7 mos,	84 00
George L. Eaton, from Sept. 3, '62 to Jan. 14, '63,	
4 1-2 months,	36 00
Michael Summers, from Sept. 3, '62 to March 3, '63, 6 mos.	72 00
Edwin S. Osgood from Sept. 3, '62 to March 3, '63, 6 do	48 00
Cyrus W. Tenney, do do do do	48 00
George R. Huse, do do do do	\$4 24 00

Bounty Money.

Paid George L. Eaton,	300
George H. P. Rowell,	300
Thomas Bell,	300
Edwin S. Osgood, (in part,)	100
Charles Blumley,	300
Estrick E. Morrill,	300
Lewis Little,	300

Miscellaneous Expenses.

Paid School District No. 1,	\$216 84
“ “ No. 2,	120 23
“ “ No. 3,	76 10
“ “ No. 4,	45 82
for support of John Armstrong,	159 90
for Record Book,	2 28
Alfred Jewell for services as Town Clerk,	15 00
Thomas J. Goodwin, interest on note,	18 00
Jeremiah M. Goodwin, “ “ “	4 50
Sally A. Barnard, interest on two notes,	14 00
James M. Jewell, for Blank and Collector's Books,	1 67
“ “ for enrolling Militia & return of same,	2 00

117
 52
 241

No. of District.

No. of Term.

Length of Term in

Wages of term
month

1	1st.	12	24	61
	2nd	10	24	55
	3rd.	11	24	45
2	1st..	11	19	37
	2nd.	13	20	35
3	1st.	8	13	15
	2nd	16	13	17
4	1st.	13	16	4
	2nd.	13	27	3

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DISTRICT NO. 3. C. 1

Prudential Committee—JOHN MOULTON. This school was taught by Miss SARAH F. ADAMS, of Newburyport, Mass., a young lady of good mental attainments. The scholars, as a general thing, conducted themselves in a becoming manner, and were very attentive to their studies. This is a small school, and the teacher has ample time for drill, which is so essential to success. The scholars made commendable improvement in their studies. If Miss Adams makes teaching her vocation, I think she will become a successful teacher. The scholars merit commendation for declamations and singing at the closing examination. As regards attendance this is the banner district, it being 82 per cent.

In her remarks, the teacher says: "A large Dictionary and some Outline Maps would be very useful."

DISTRICT NO. 4.

Prudential Committee—GEORGE S. CURRIER. The Summer Term was taught by Miss MARY L. CURRIER, a resident of the Newton portion of the district. Miss Currier possesses the three requisites—superior literary qualifications, aptness to teach and the faculty of governing—which are so essential that our children may be fitted for usefulness, and an honorable position in society. As a natural result, the term proved a successful one, and good proficiency was made in all branches taught. Your Committee has the pleasure of saying, that this year, as last year, he did not see a single whisper during his visits. She has engaged a term of longer duration, which is characteristic of the female teachers who teach in this district; and in all its vicissitudes, may she ever have "*labor omnia vincit*" for her motto, which is evidently the motto of the school.

The Winter Term was taught by your Committee.

R E M A R K S .

It is with much pleasure I report the following names. "Honor to whom honor is due." Names of scholars not absent during the year. Those who have a star (*) following their names have not been tardy. In district No. 1, Mary E. Fuller, Emily F. Follansbee,* Mary O. Purinton,* Frances G. Shaw,* and Lewis Woodman.* In No. 2, Ada E. Goodwin,* Agnes D. Goodwin,* and C. Franklin Smith.* In No. 3, Anna M. Beede, Almira S. Beede and Aurilla F. Woodman.*

Names of scholars not absent during a single term. Those who have a star following their names have not been tardy. In district No. 1, M. Augusta Collins, Clara J. Eaton,* Mary O. Forsaith,

Ellie A. Forsaith,* Abbie J. Battis,* Frank P. Forsaith* and Albert Woodman.* In No. 2, Francis P. Fitts,* Mary E. Brown, Emma S. Eastman, John W. Smith* and Edgar Hoit.* In No. 3, Sarah F. Clough, Sarah J. Lovering, Lucy J. Brown,* George S. Clough, Samuel D. Woodman* and Charles E. Beede.* In No. 4, Mary E. Currier.*

Your Committee congratulates the citizens of the town upon the present condition of our schools. I have endeavored by frequent visitation, and by questioning the scholars to satisfy myself as to the real condition of each school. I have made the closing examination of each school an every day affair, so that parents and friends, whom I have been pleased to meet on such occasions, could see as well as your Committee, the real knowledge of the scholars and the progress made from one term to another.

It is a queer idea some teachers have of getting up examinations, that each scholar must *know* the very paragraph he is to read, the very *word* he is to spell, and the *lesson* he is to recite days beforehand,—so when the day comes, the teacher, thus “armed and equipped,” makes a grand *rush*, and *achieves* a “grand victory.” The teacher is applauded to the skies, and the scholars are congratulated on the great improvement they have made. Such an examination is a farce, in the broadest meaning of the word; it is a “sleight of hand” performance from beginning to end, and is highly deleterious to the community.

Our teachers, collectively considered, have endeavored to labor, to the best of their ability, for the benefit of those intrusted to their care. While admitting this, some of them have instructed their scholars theoretically, in a measure, omitting the practical part.—To the superficial observer, scholars instructed in this manner appear to have a good understanding of their studies, when in reality they know but little. To obviate this, we must procure practical teachers, and continue them from year to year; and as a natural result our children will be practically educated: they will grow up practical men and women—fitted for the duties of every-day life.

That the character of a school greatly depends on the teacher, no one can deny. Says a distinguished educator, “There is no office higher than that of a teacher of youth; for there is nothing on earth so precious as the mind, soul, character of the child. No office should be treated with greater respect.” How true the above quotation. What a great responsibility rests on those who assume the position as teacher of youth; to take upon themselves the responsibility of shaping their future lives,—yes, I might as well say, their destiny. Whoever assumes this position should be aware of its duties, and it should be their chief and only aim to perform them faithfully.

In the school-room, the first and all-important duty of a teacher is

to have *order*. This is deficient in too many of our schools. To accomplish any thing, *government must be maintained at all hazards*. Look to the blue arch above us, and see the heavenly bodies which compose the solar system, each moving in its orbit around one common center, the sun. On they move week after week, year after year, through infinite space, without the slightest deviation; they move with such regularity that their positions can be determined and eclipses can be calculated for centuries to come. Here is order presented in perfection. Although it is not in our power to perform anything to perfection, yet this illustration teaches us, though we cannot reach perfection, it is Art's proudest triumph to imitate Nature.

The teacher is the living model, and exerts a powerful influence over his scholars. Teachers should ever be pleasant and cheerful, and share the joys and disappointments of their scholars. They especially, and every one, should possess these qualities in the highest degree, yet they should be firm and decided at the same time; if so they obtain the respect and affection of their scholars; then all will run smoothly, and what before seemed a task, now is a source of pleasure.

The greatest foes to good order in school are whispering, asking questions at improper times, making noise with the feet, and moving the lips in study. To any one but a teacher these may seem as trifles; but the "small foxes spoil our vines." The question now arises, shall we have whispering and the other foes to good order? Some teachers maintain that scholars ought to whisper in relation to their studies; and some even go so far as to affirm that it is impossible to stop it and consequently it is allowed. Different persons have different minds, and are adapted for different employments. Perhaps the latter class of teachers have missed their vocation, and, instead of assuming the position as teacher of youth, may be better adapted to ply the needle or labor on "*terra firma*."

The School Commissioner of Hillsboro' Co. states that, in his visits in the schools in Manchester for two consecutive years and seeing over two thousand scholars, he did not see a single whisper or misdemeanor in any one of them. Our observation and experience teach us that order is *emphatically* required, that those intrusted to the teacher's care may be benefited.

In order that the teacher may keep the school under proper discipline, and also for the performance of other duties, he should be endowed with a liberal supply of energy. He may have an excellent education, but if there is no energy, no life, his labors are almost useless. That this is necessary we see from observation.—A person may have a good voice for singing and understand the rules, yet if he has not the life, any one would get asleep while he was singing; so with the public speaker,—if he speaks in a

monotonous, lifeless manner, it produces the same effect; but when we hear persons sing with life or speak with energy, then we are interested and feel awakened to our situation. Just so with teachers and scholars. Let our schools have a more rigid discipline, a more energetic management, and they will accomplish that which the most sanguine parent can ask for.

After the teacher has labored faithfully for the intellectual and moral education of the youth, there is not so much benefit derived if he does not receive the co-operation of parents. It is impossible for a teacher, who has the pupil under his instruction only six of twenty-four hours, to make lasting impressions, if impressions are received at home of a different character. With a few laudable exceptions, parents will send their children to school week after week, year after year, without once enquiring in relation to them. What is more near and dear to them than their children? Therefore it should be their chief desire to *know* how they are getting along, and if they are receiving that instruction which is for their future interests.

As regards irregular attendance, changing teachers, prudential committees, and visiting schools, I can but coincide with the reports of my predecessors on these subjects.

Singing has been an exercise in all our schools during the past year. Considered as an intellectual or moral discipline, I am of the opinion that its introduction into our schools is one of the happiest improvements of the day. It breaks up the monotony of recitations, gives variety and entertainment to all the exercises, and makes the school-room pleasant to scholars and to all.

If the citizens in district No. 1 would set out some ornamental trees around their model school house, and grass their yard, it would have a salutary influence upon the scholars.

Our country is passing through a fiery ordeal. Education must rise or our country must sink. History tells us that education did not save Greece nor France from the horrors of war. But, I firmly believe if our people had been educated *morally* as they have been intellectually, the "star spangled banner" would now wave in triumph over a free and united people.

Teachers alone cannot make good scholars,—if they are made of the right metal they *may* satisfy themselves; neither can parents, prudential or superintending committees.

In future let us concentrate our forces and stand as a unit; and show by our *actions* as well as by our words that the youth *shall be* thoroughly-educated; then our schools will be an honor to the town, and our town a bright star in the Granite State.

GEORGE W. FRENCH, Supt. S. Committee.

South Hampton, N. H., March 2, 1863.